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ABSTRACT

This publication outlines and presents a series of 27 learning modules for a course in medical librarianship intended to be conducted in an individualized instructional framework featuring lectures, small group discussions, talks by guest speakers from the medical profession, on-site observation of hospital libraries, on-line demonstrations of medical databases, and in-library search assignments. Course objectives, methods, and requirements are briefly described followed by an outline of the course, which covers class orientation; an introduction to the field of medicine; medical terminology; special subjects in the basic sciences and medical specialties; the health science library; medical bibliography; basic medical reference and information resources; building the medical library collection; audiovisual services and materials; automation in medical libraries; library planning, furniture, and equipment; research methodology and grantsmanship; National Library of Medicine (NLM) services and products; medical databases; and professional associations. Each module lists instructional objectives and requirements and/or options for module completion and student evaluation. A course planning form, sample quizzes, and a 119-item bibliography are also presented. (ESR)

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WAYNE STATE UNIVERSITY

DIVISION OF LIBRARY SCIENCE

LS 8497: MEDICAL BIBLIOGRAPHY AND MEDICAL LIBRARY ADMINISTRATION

4 quarter hours

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COURSE INFORMATION

CATALOG DESCRIPTION:

The course represents a discussion of the bibliographic control of the biomedical literature and on-line access to the National Library of Medicine. Medical library networks, medical legislation and special problems relevant to medical library administration are treated.

RATIONALE FOR INCLUSION IN LS CURRICULUM:

The health sciences community, as major generators and users of an increasingly large share of the literature of the basic, applied and social sciences, requires well-informed, well-prepared and competent professional librarians capable of facilitating access to the medical literature. The course is designed to prepare the student to respond effectively to the multiple demands of health sciences librarianship.

FACILITATOR'S PHILOSOPHY:

LS 8497 is designed to assist you in the study and evaluation of medical literature and sources of information. It is the facilitator's philosophy that if learning does not take place, it is the shared responsibility of both teacher and student. Research in learning theory indicates that learning is a "change in behavior" and that such a change results when two situations occur:

1. The student is motivated, that is, some internal idea, need, emotion and organic state prompts action. The appearance of these states is based on your values which the teacher can help to shape.
2. The learner is active in the learning process.

IR050660

COURSE OBJECTIVES:

Upon completion of LS 8497 the student should be able to:

1. Identify both the major factors and the diverse participants involved in the medical enterprise and recognize the role which each plays in the total medical situation.

2. Utilize his understanding of the medical environment in order to respond to problem solving situations involving potential library participation.

3. Identify and use the major bibliographic reference tools and processes giving access to the medical literature.

4. Understand the origin and structure of medical words and apply rules and use terms for subject analysis as indicated within existing biomedical classification systems.

5. Utilize medical terminology to advantage in the search process.

6. Describe the medical basic sciences and clinical sciences and specialties, identifying fundamental terminologies and current concepts relative to each.

7. Trace and retrieve information pertinent to a given medical information need in both retrospective and current literature.

8. Structure a relatively simple MEDLINE and ERIC search.

9. Demonstrate ability in the basic elements of management and administration needed to effectively plan and supervise the medical library as a special library.

10. Propose solutions to internal situations involving the management of the medical library resources, facilities and technology.

COURSE METHODS:

The course will be conducted in an individualized instructional framework utilizing a humanistic approach to facilitate student learning. As such, the course will feature options and a variety of teaching methods: lecture, small group discussion, guest lecturers from the medical profession, on-site observation of hospital libraries, on-line demonstrations of computer data bases, and in-library search assignments. The class will be given an opportunity to appraise the proposed course content and methods and to make alternative suggestions. The facilitator sees the learner as the focus of attention and will attempt to shape activities around him/her.

EVALUATION:

Students will demonstrate their learning through written work, demonstrations, projects, and commitment to operationalize plans.

GRADES:

Learning experiences are provided through the various learning programs or modules. Each is designed to help students achieve their goals and the course objectives. Successful completion will be regarded with the point values indicated. Any program not meeting the standards of performance will be returned for further work. Student will be diagnosed and their learning plans will be discussed personally with the facilitator. STUDENTS ARE ENCOURAGED TO SHAPE THEIR OWN EXPERIENCES and propose plans that may be more meaningful than what is presented. All modules must be submitted by Friday of the Tenth week of the Quarter.

Conditions: All students must:

1. Complete Learning Program #1
2. Complete 5 of the following:

   #2 or #3
   #4 or #5
   #8 or #9 or #10
   #12 or #13
   #14 or #15 or #16 or #17 or #18

3. Complete 1 of the following:

   #6, #7, #11, #23

4. Attend class
5. Attain the following point totals for the desired grade:

   A.....110 + points
   B..... 95 + points
   C..... 80 + points
   D..... 70 + points

Facilitator Must:

1. Reject evidence required that fail to meet terminal objectives.
2. Reward with additional points exceptional performance.
3. Penalize rejected contracts with reduced points.
4. Give no credit for contracts submitted after deadline.

LEARNING MODULES:

1. Select Inputs and Practices most helpful.
   (Submit evidence of 1 or 2 by attendance at lecture and evidence of your reading.)

2. Attach Learning Programs to any practice or evaluation evidence required.

COURSE OUTLINE:

I. ORIENTATION

- A. Presentation and explanation of course materials
  - 1. Bibliography and required texts
  - 2. Course information and facilitator's philosophy (objectives, grading, student requirements)
  - 3. Diagnosis form
  - 4. Task Contracts
- B. Completion of pre-assessment instrument
- C. Scheduling of individual conferences to complete learning prescription

II. INTRODUCTION TO THE FIELD OF MEDICINE

- A. The Organization of Medical Practice
  - 1. The Physician
  - 2. The Patient
- B. Medical Education
  - 1. Contributions of the Behavioral Sciences to Medical Education
  - 2. Behavioral Sciences Components of Medical Education
- C. The Hospital as a Social System
  - 1. Contributions of Sociology to Medicine
  - 2. The Sociology of Illness

D. Practitioners, Patients, and Medical Settings

1. Nursing
2. Dental Practice
3. Limited, marginal and quasi-practitioners

III. INTRODUCTION TO MEDICAL TERMINOLOGY

A. Origin of Medical Words

B. Prefixes, Suffixes, Word Stems

C. Medical Subject Headings (MeSH)

IV. SPECIAL SUBJECTS

A. Basic Sciences

1. Anatomy
2. Biochemistry
3. Microbiology
4. Pathology
5. Physiology
6. Pharmacology

B. Medical Specialties

1. Anesthesiology
2. Dermatology
3. Family Medicine
4. Internal Medicine
   a. Allergy and Immunology
   b. Cardiovascular Disease
   c. Gastroenterology
   d. Pulmonary Disease
5. Nuclear Medicine
6. Obstetrics and Gynecology
7. Ophthalmology

8. Otolaryngology
9. Pathology
10. Pediatrics
11. Physical Medicine and Rehabilitation
12. Preventive Medicine
13. Psychiatry and Neurology
14. Radiology

V. THE HEALTH SCIENCE LIBRARY

A. Nature, purposes, types

B. The medical librarian

C. The Library and its Public: Communication Channels and Public Relations

D. Administration of the health science library

VI. INTRODUCTION TO MEDICAL BIBLIOGRAPHY

A. Development of Medical Bibliography

B. Medical Bibliography in the United States

C. Current Trends in Medical Bibliography

VII. BASIC REFERENCE - INFORMATION RESOURCES

A. Dictionaries

B. Bibliographical Indexes and Abstracts

C. Special Indexes and Abstracts

D. Directories and Biographies

E. Handbooks and Guides

F. Factbooks, Tables and Statistical Handbooks

G. Audiovisual Guides

VIII. BUILDING THE MEDICAL LIBRARY COLLECTION

- A. Book and Serials Selection
- B. Acquisition of Library Materials
- C. Cataloging and Classification
- D. Preservation of Library Materials
  1. Rare Books
  2. Archives
- E. Retrieval
  1. Reference Tools
  2. Circulation

IX. AUDIOVISUAL SERVICES AND MATERIALS

X. AUTOMATION IN MEDICAL LIBRARIES

XI. LIBRARY PLANNING, FURNITURE, AND EQUIPMENT

XII. RESEARCH

XIII. NATIONAL LIBRARY OF MEDICINE

XIV. ON-LINE DATA BASES

1. MEDLINE
2. Other Medically-Related Data Bases
3. ERIC

XV. PROFESSIONAL ASSOCIATIONS

XVI. STUDENT LEARNING MODULES

A. Required

- Orientation: Diagnosis and Prescription

Plus 5 of the following

- Introduction to the Field of Medicine, Part I (#2) or Part II (#3)
- Introduction to Medical Terminology, Part I (#4) or Part II (#5)
- Health Sciences Library, Part I (#8) or Part II (#9) or Part III (#10)
- Basic References - Information Resources, Part I (#12) or Part II (#13)
- Building the Medical Library Collection, Part I (#14) or Part II (#15) or Part III (#16) or Part IV (#17) or Part V (#18)

Plus 1 of the following

- Special Subjects: Basic Sciences (#6)
- Special Subjects: Clinical Sciences (#7)
- Introduction to Medical Bibliography (#11)
- National Library of Medicine (#23)

B. Optional learning modules:

- Automation in Medical Libraries (#19)
- Audiovisual Services and Materials (#20)
- Library Planning, Furniture, and Equipment (#21)
- Research (#22)
- Data Bases, Part I (#24)
- Data Bases, Part II (#25)
- Professional Associations (#26)
- Student Proposals (#27)

REQUIRED TEXTS:

Annan, Gertrude L., and Felter, Jacqueline W., eds. Handbook of Medical Library Practice, Third Edition. Chicago: Medical Library Association, 1970.

Midwest Health Science Library Network. Basic Library Management for Health Science Librarians. Chicago: The John Crerar Library, 1975.

Morton, L.T. Use of Medical Literature. Connecticut: Archon Books, 1974.

ADDITIONAL TEXTS:

Dorland's Medical Dictionary

Freeman, Howard, E., Levine, Sol, and Reeder, Leo G. Handbook of Medical Sociology, Second Edition. Englewood Cliffs, New Jersey, 1972.

The Bulletin of the Medical Library Association should be consulted for information on all topics listed in the course outline.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

LS 8497: MEDICAL BIBLIOGRAPHY AND MEDICAL LIBRARY ADMINISTRATION

PLANNING FORM

NAME _____ FACILITATOR _____

Summary of Accomplishments
(complete the spaces)

_____Planned Points

_____Grade

Requirements: Orientation, #1
Circle 5 of the following: #2 or #3; #4 or #5; #8 or #9 or #10; #12 or #13; #14 or #15 or #16 or #17 or #18

Circle 1 of the following: #6, #7, #11, #23

DIAGNOSIS

NEEDS	BEGINNING LEVEL	SOME WORK	OKAY
Organization of medical practice			
Medical Education and Contribution of Behavioral Sciences			
Practitioners in medical settings			
Hospital as a social system			
Medical Terminology: Prefixes, Suffixes, Word Stems			
Basic Sciences			
Clinical Sciences			
Health Science Library: Communication, Administration, Personnel			
Development and Trends in Medical Bibliography			
Basic Reference - Information Resources			
Building the Medical Library Collection			
Automation in Medical Libraries			
Library Planning, Furniture, Equipment			
Research			
National Library of Medicine			
On-Line Data Bases			
Professional Associations			

DIRECTIONS: Check the column that best represents your assessment of your knowledge of the items marked under needs. Read over learning modules to decide your present level of knowledge.

BEGINNING LEVEL...Know Nothing SOME WORK...General Idea but could not complete
OKAY...Could complete the learning module now

After reading all the Learning Modules and after personal appraisal, Students draw a diagonal line through Modules which are to be pursued as learning goals.

ORIENTATION (Required) Diagnosis Conference 1	INTRODUCTION TO THE FIELD OF MEDICINE, PART I Organization Medical Education and Behavioral Science Practitioners 2	INTRODUCTION TO THE FIELD OF MEDICINE, PART II Hospital as a Social System 3
INTRODUCTION TO MEDICAL TERMINOLOGY, PART I Origin of Medical Words 4	INTRODUCTION TO MEDICAL TERMINOLOGY, PART II Prefixes, Suffixes, Word Stems 5	SPECIAL SUBJECTS: BASIC SCIENCES 6
SPECIAL SUBJECTS: CLINICAL SCIENCES 7	HEALTH SCIENCE LIBRARY, PART I Nature, Purpose, Types, Personnel 8	HEALTH SCIENCE LIBRARY, PART III Library and its Public 9
HEALTH SCIENCE LIBRARY: PART III Administration of Health Science Library 10	INTRODUCTION TO MEDICAL BIBLIOGRAPHY Development Trends 11	BASIC REFERENCE - INFORMATION RESOURCES, PART I 12
BASIC REFERENCE - INFORMATION RESOURCES, PART II 13	BUILDING THE MEDICAL LIBRARY COLLECTION: PART I Book and Serials Selection 14	BUILDING THE MEDICAL LIBRARY COLLECTION: PART II Acquisition of Library Material 15
BUILDING THE MEDICAL LIBRARY COLLECTION: PART III Cataloging and Classification 16	BUILDING THE MEDICAL LIBRARY COLLECTION: PART IV Preservation of Library Materials 17	BUILDING THE MEDICAL LIBRARY COLLECTION: PART V Retrieval - Reference Tools and Circulation 18
AUTOMATION IN MEDICAL LIBRARIES 19	AUDIOVISUAL SERVICES AND MATERIALS 20	LIBRARY PLANNING, FURNITURE, AND EQUIPMENT 21
RESEARCH 22	NATIONAL LIBRARY OF MEDICINE 23	DATA BASES, PART I: MEDLINE Other related data bases 24
DATA BASES, PART II: ERIC 25	PROFESSIONAL ASSOCIATIONS 26	STUDENT PROPOSALS 27

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

ORIENTATION
5 points

NAME _____ STARTING DATE _____

Instructional Objectives: All students enrolled in the course will understand the class procedures and objectives.

All students enrolled in the course will be able to identify needs and plan a meaningful learning program.

	ATTEMPTED	COMPLETED
A. INPUT (1 and 2 are required)		
1. Listen to lecture by instructor.		
2. Browse the three text books. Make note of what you feel a need for or that you believe you know.		
3. Talk to a former student about medical librarianship.		
B. PRACTICE		
1. Look over all the LS 8497 Learning Modules. Check on your Prescription programs that interest you and that quiz results would indicate your need to complete.		
2. Complete the DIAGNOSIS section of your PLANNING SHEET.		
C. ASSESSMENT		
The student will be able to:		
1. Plan prescription with assistance of facilitator.		
2. Explain in detail what is expected in this learning experience.		

Secure signature of Facilitator when Prescription has been mutually agreed upon.

_____
Dr. James L. Moseley
Date _____

_____
Student's Name
Date _____

WAYNE STATE UNIVERSITY
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INTRODUCTION TO THE FIELD OF MEDICINE

PART I

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. explain the organization of medical practice;
2. exhibit evidence of knowledge of behavioral science contributions to medical education;
3. explain and understand the roles of various personnel in a health care setting.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 and 5 or 6 required)		
1. Listen to lecture on topic by facilitator.		
2. Read Chapters 1 and 2 of Anne R. Somers' Health Care in Transition: Directions for the Future (Chicago: Hospital Research and Educational Trust, 1971).		
3. Browse through two or three medical sociology texts.		
4. Read selected references in the bibliography.		
5. Read "Contributions of the Behavioral Sciences to Medical Education" in the National Institute of Child Health and Human Development's document (DHEW #(NIH) 72-41).		
6. Read "Behavioral Science Components of Medical Education" in the document indicated in #5.		
7. Plan input of your own.		
B. PRACTICE (at least 1 of the following)		
1. Interview 3 physicians in three different clinical sciences. Design questions to guide your discussion. Become familiar with the physician's discipline. Interview using your knowledge.		
2. Interview a nurse, a dental technician, a physician's assistant, a clinical nurse specialist. How are their roles and responsibilities similar and different? How do they work cooperatively on a health care team? Submit your findings in writing.		
3. Write out and discuss with a friend the demographic facts and trends that underlie the modern patient's health needs, attitudes, and demands.		

	ATTEMPTED	COMPLETED
B. PRACTICE (con't)		
4. Make an appointment with either a clinical psychologist or a medical sociologist on the staff of a clinical department in a medical school. Discuss the behavioral science input they contribute to the health care effort.		
5. Plan a practice of your own.		
C. ASSESSMENT:		
The student will be able to:		
1. Complete a two question essay quiz on the learning experiences in this module with 80% success. (Secure copy from facilitator.)		
or		
2. Submit results of #1 or #2 or #3 above.		

Comments:

Attach Assessment papers and submit when completed.

INTRODUCTION TO THE FIELD OF MEDICINE
PART I

ESSAY QUIZ

Answer two of the following four questions.

1. Discuss the organization of medical practice.

2. Discuss the nature, training, job responsibilities, etc. of the following health care personnel:

   nurse
   clinical nurse specialist
   physician's assistant
   dental technician

   How do these people work as members of a health care team?

3. What contributions have the behavioral sciences made to medical education?

4. What did you learn about physician life-style from your interviews with the three clinical scientists? Be specific.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

INTRODUCTION TO THE FIELD OF MEDICINE

PART II

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. describe and analyze the hospital as the professional center of the health care world;
2. discuss the organizational chart of a typical hospital.

	ATTEMPTED	COMPLETED
A. INPUT (1 and 2 or 3 or 4 or 5 required)		
1. Listen to lecture on topic by facilitator.		
2. Read Chapter 12, "The Hospital as a Social System" in Freeman, Levine, and Reeder's Handbook of Medical Sociology, Second Edition		
3. Read Fahlund, George T.R., M.D. "New Accreditation Standards," Hospitals, J.A.H.A., (Dec. 16, 1969), Vol. 43, 62-69.		
4. Read Chapter 3 of Anne R. Somers' Health Care in Transition: Directions for the Future (Chicago: Hospital Research and Educational Trust, 1971.)		
5. Read appropriate chapters in Victor Fuchs' Who Shall Live?: Health, Economics, and Social Choice. New York: Basic Books, Inc., 1974.		
6. Read U.S. News and World Report, October 17, 1977 "America's Doctors: A Profession in Trouble."		
7. Read U.S. News and World Report, May 15, 1978 "Crisis in the Operating Room."		
8. Read selected references in the bibliography.		
9. Plan input of your own. _____		
B. PRACTICE (1 or 2 or 3 required)		
1. Secure organizational charts from five different hospitals. In topical outline form, compare and contrast the charts.		
2. Secure the Partial Listing of Outside Agencies With Which Hospitals May Interact from the facilitator. Select one agency. Meet with a representative to discuss how hospitals interact with the agency. Submit your findings in written form.		

		ATTEMPTED	COMPLETED
B.	PRACTICE (con't)		
	3. Visit the emergency rooms of three different hospitals. Observe the activity. Discuss your impressions with a nurse, a medical student, or a resident. Record your observations in written form.		
	4. Plan a practice of your own.		
C.	ASSESSMENT: The student will be able to:		
	1. Draft a comprehensive organizational chart of a typical large hospital.		
	or		
	2. Submit an explanation of the national, state or local governmental or voluntary agencies with which hospitals interact.		
	or		
	3. Complete an essay quiz on the Hospital as a Social System. (Secure from facilitator.)		

COMMENTS:

Attach Assessment papers and submit when completed.

INTRODUCTION TO THE FIELD OF MEDICINE
PART II

ESSAY QUIZ

Answer two of the following questions:

1. Discuss the characteristics of hospitals in the United States.

2. Discuss the hospital and its external environment.

3. Discuss the hospital and its internal environment.

Illustrate by examples.

WAYNE STATE UNIVERSITY
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INTRODUCTION TO MEDICAL TERMINOLOGY

PART I
10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. discuss the origins of our medical vocabulary;
2. understand the basic elements of the Latin and Greek alphabets.

	ATTEMPTED	COMPLETED
A. INPUT: (1 or 2 required)		
1. Listen to lecture entitled "Fundamentals of Medical Etymology"		
2. Read the appropriate introductory pages on medical etymology in Dorland's Illustrated Medical Dictionary, Twenty-fifth Edition or in Stedman's Medical Dictionary		
3. Read the sections on "Etymology" and "Dictionary"and "Linguistics" in Encyclopaedia Britannica		
4. Plan input of your own.		
B. PRACTICE: (at least 1 of the following)		
1. Discuss the Greek alphabet with a fellow student. Practice writing the letters (capital and small). Name the letters. Practice the sound values.		
2. Discuss the Latin alphabet with a fellow student. What similarities and differences exist between it and the Greek alphabet?		
3. Discuss with a physician the application of the Greek and Latin alphabets in the clinical sciences.		
4. Study the impact of languages other than Latin and Greek on the medical sciences. List your results in written form.		
5. Explain the fundamentals of medical etymology to a classmate who either missed the lecture or is not planning to do this module.		
6. Plan a practice of your own.		

#4

C. ASSESSMENT:	ATTEMPTED	COMPLETED
The student will be able to:		
1. complete a quiz on the learning experiences in this module with 80% accuracy;		
or		
2. submit the results of one of the Practice activities.		

COMMENTS:

Attach Assessment papers and submit when completed.

INTRODUCTION TO MEDICAL TERMINOLOGY

PART I

TRUE/FALSE QUIZ

T or F 1. At least fifty per cent of the general English vocabulary is of Greek and Latin derivation, and it is a conservative estimate that as much of 75% of the scientific element is of such origin.

T or F 2. The Latin alphabet as we use it is derived, with slight modifications, from the Greek alphabet.

T or F 3. The Greek alphabet is almost completely phonetic.

T or F 4. Many Greek words have come into English through Latin, in which they have undergone some change, or through a second intermediary language, such as French, with still further change. Such evolution explains many of the apparent peculiarities of Greek words in English.

T or F 5. Most derivatives are composed not of single Greek words but of a combination of two or more words or word elements.

T or F 6. A high percentage of medical terms is of Latin origin, but a good proportion of this element, being in the form of anatomical nomenclature, is original Latin and not derivative.

T or F 7. The Latin alphabet is a modification of the Greek which has been adopted for English with the addition of the characters J, U, and W, which were developed during the Middle Ages. The ease with which the Romans adapted the Greek alphabet is evidence of the close relationship of the two languages.

T or F 8. The very size of current medical dictionaries is evidence of the massive proportions which the medical, scientific, and technical vocabulary has attained within the English language.

T or F 9. Alpha, beta, gamma, delta, epsilon are Greek names.

T or F 10. From the French we have adopted a number of medical terms unchanged or slightly modified, e.g., ballottement, bougie, malaise, plaque, poison, rale, tampon, tourniquet, venom, cul de sac, grand mal, petit mal, and others.

Legend: All are True

WAYNE STATE UNIVERSITY
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INTRODUCTION TO MEDICAL TERMINOLOGY

PART II
10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. define often-used prefixes and suffixes;
2. identify principal medical abbreviations;
3. explain the use of MeSH.

	ATTEMPTED	COMPLETED
A. INPUT: (1, 2, or 3)		
1. Listen to lecture by facilitator.		
2. Read the appropriate introductory pages in Dorland's Illustrated Medical Dictionary or a similar dictionary.		
3. Secure a copy of the 1978 MeSH. Familiarize yourself with the following elements: MeSH Introduction List of New Terms List of Deleted Terms Alphabetical List of Medical Subject Headings Categorized List of Medical Subject Headings		
4. Familiarize yourself with the contents of: Medical Abbreviations, compiled by the Special Studies Committee of the Michigan Occupational Therapy Association, 1961. or Edwin B. Steen, Ph.D.'s Dictionary of Abbreviations in Medicine and the Related Sciences. Philadelphia: F.A. Davis Company, 1960. or Solomon Garb, Eleanor Krakauer, and Carson Justice's Abbreviations and Acronyms in Medicine and Nursing. New York: Springer Publishing Company, 1976.		
5. Plan input of your own.		
B. PRACTICE: (1 or 2 or 3 and 4)		
1. Make a set of flash cards using the most common medical prefixes and suffixes. Try them with a fellow classmate.		
2. Develop a game using medical prefixes and suffixes as content. Play the game with fellow classmates. (Arrange with facilitator for class time.)		

	ATTEMPTED	COMPLETED
3. Devise a crossword puzzle using the principal medical abbreviations and their English definitions.		
4. Use the alphabetic listing in MeSH to find the best term to use for search articles on each of the following topics: a. cardiac arrest b. parakeets c. cancer d. graduate medical education e. criminal abortion f. abdominal injuries g. hashish h. Hand, Foot and Mouth Disease i. Hansen's Disease j. nursing education k. family practice l. family physician m. pathological waste n. patients' rights o. supervisory nursing p. nutrition q. nutmeg r. physicians' extenders s. human development t. Hutchinson-Gilford Syndrome u. town planning v. watsonius w. gerontology x. hospital administration y. baseball z. behavioral science		
5. Use the MeSH Tree Structure to find answers to the following: a. narrower term for "Atelectasis" b. definition for cardiac output c. most specific term possible for "pancreatic neoplasms" d. kinds of gallbladder diseases represented in MeSH e. medical subject headings - categories		
6. Discuss with peers the multi-faceted uses of MeSH.		
7. Plan a practice of your own using prefixes, suffixes, medical abbreviations, and MeSH.		
C. ASSESSMENT: The student will be able to: 1. complete a quiz on medical prefixes with 80% accuracy; or 2. complete a quiz on medical suffixes with 80% accuracy; or 3. complete a quiz on principal medical abbreviations with 80% accuracy. 4. Submit the results of one of the required Practice activities.		

COMMENTS:

Attach Assessment papers and submit when completed.

INTRODUCTION TO MEDICAL TERMINOLOGY

PART II

PRACTICE:

#4 Use the alphabetic listing in MeSH to find the best term to use for searching articles on each of the following topics:

a. cardiac arrest Heart arrest
b. parakeets Psittacines
c. cancer Neoplasms
d. graduate medical education education, medical, graduate
e. criminal abortion abortion, criminal
f. abdominal injuries abdominal injuries
g. hashish cannabis
h. Hand, Foot and Mouth Disease coxsackie virus infections
i. Hansen's Disease leprosy
j. nursing education education, nursing
k. family practice family practice
l. family physician physician, family
m. pathological waste medical waste
n. patients' rights patient advocacy
o. supervisory nursing nursing, supervisory
p. nutrition nutrition
q. nutmeg condiments
r. physicians' extenders physicians' assistants
s. human development human development
t. Hutchinson-Gilford Syndrome progeria
u. town planning city planning
v. watsonius trematoda
w. gerontology geriatrics
x. hospital administrators health facility administrators
y. baseball sports
z. behavioral sciences behavioral sciences

Source: 1978 MeSH

#5 Use the MeSH Tree structure to find answers to the following:

a. narrower term for "Atelectasis"

Middle Lobe Syndrome

b. definition for cardiac output

heart function exam

c. most specific term possible for "pancreatic neoplasms"

Zollinger-Ellison Syndrome

d. kinds of gallbladder disease represented in MeSH

Cholecystitis, gallbladder neoplasms

e. medical subject headings - categories:

A. Anatomical Terms
B. Organisms
C. Diseases
D. Chemicals and Drugs
E. Analytical, Diagnostic and Therapeutic Techniques and Equipment
F. Psychiatry and Psychology
G. Biological Sciences
H. Physical Sciences
I. Anthropology, Education, Sociology and Social Phenomena
J. Technology, Industry, Agriculture, and Food
K. Humanities
L. Information Sciences and Communication
M. Named Groups of Persons
N. Health Care

INTRODUCTION TO MEDICAL TERMINOLOGY

PART II

MEDICAL PREFIXES QUIZ

Directions: On the line to the left of each term in Column A, write the letter of the statement in Column B that matches the term.

Column A	Column B
w 1. onco	a. pertaining to the nose
j 2. pertaining to the lips	b. denoting vein
i 3. vaso	c. hemato
x 4. lack or deficiency	d. pilo
n 5. pertaining to breast	e. denoting glucose
v 6. gastro	f. excessive, abnormal
c 7. pertaining to blood	g. pertaining to the esophagus
r 8. myo	h. related to color
l 9. pertaining to bladder	i. denoting blood vessels
m 10. cephalo	j. labio
d 11. denoting hair	k. pertaining to the anus or rectum
a 12. rhino	l. cysto
h 13. chromato	m. related to the head
o 14. related to the heart	n. masto
g 15, esophago	o. cardio
u 16. cervico	p. related to life
y 17. pnemo	q. relating to a gland
p 18. bio	r. pertaining to muscle
t 19. relating to fat, fatty	s. relating to hearing
k 20. procto	t. adipo
f 21. hyper	u. relating to the neck of the body or an organ
e 22. gluco	v. pertaining to the stomach
q 23. adeno	w. pertaining to tumor
s 24. acou	x. hypo
b 25. phlebo	y. air, lung
	z. xantho

INTRODUCTION TO MEDICAL TERMINOLOGY

PART II

MEDICAL SUFFIXES QUIZ

Directions: On the line to the left of each item in Column A, write the letter of the statement in Column B that matches the term.

Column A	Column B
b 1. a tumor, cavity or hernia	a. -blast
c 2. -cyte	b. -cele
i 3. -dynia	c. a cell
g 4. -oma	d. surgical removal
s 5. -otomy	e. x ray examination
j 6. -phobia	f. inflammation of
d 7. -ectomy	g. tumor-like nodule or swelling
w 8. -plasty	h. -pathy
a 9. a formative or germ cell	i. pain
v 10. mental disorder	j. fear of
y 11. -scopy	k. a cutting operation
q 12. -tome	l. to mold
n 13. -kinesis	m. -cide
r 14. -esthesia	n. motion
x 15. instrument for visual exam	o. indicates discharge
m 16. causing death	p. a stroke
o 17. -rhea	q. instrument for cutting
l 18. -plasm	r. sensation
p 19. -plegia	s. incision into
k 20. -tomy	t. the study or science of
e 21. -graphy	u. visual exam, using illuminated instrument
t 22. -ology	v. -phrenia
f 23. -itis	w. plastic surgery of
u 24. -oscopy	x - scope
h 25. disease of	y. seeing or examining
	z. orraphy

INTRODUCTION TO MEDICAL TERMINOLOGY

PART II

PRINCIPAL MEDICAL ABBREVIATIONS

Directions: Write the English definitions to each of the following abbreviations.

1. AQ — water
2. BUN — blood urea nitrogen
3. C. — gallon
4. ca. — about
5. ECG — electrocardiogram
6. emp. — a plaster
7. CV — cardiovascular
8. /d — per day
9. O.D. — right eye
10. os. — mouth
11. pH — hydrogen in concentration
12. BP — blood pressure
13. $\bar{c}$ — with
14. T. — temperature
15. p.r. — through the rectum
16. stat. — immediately
17. x — multiplied by
18. noct. — night
19. q.i.d. — four times a day
20. elix. — elixir
21. cm. — centimeter
22. EEG — electroencephalogram
23. MED — minimum effective dose
24. ENT — ears, nose, throat
25. comp. — compound

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

SPECIAL SUBJECTS: BASIC SCIENCES

20 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. describe the medical basic sciences identifying fundamental terminologies and current concepts relative to each;
2. exhibit knowledge of one specific medical basic science.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 or 3 required)		
1. Listen to lecture by facilitator.		
2. Read the Encyclopedia Americana for an overview of information on the following major medical basic sciences: anatomy, biochemistry, microbiology, pathology, physiology, and pharmacology. Expand your reading by checking one of the references in the bibliography which appears at the end. Check the Index, Volume 30 for additional sources of information.		
3. Read the Encyclopaedia Britannica for an overview of the medical basic sciences. Check the appropriate bibliographies for expanding your knowledge.		
4. Read the appropriate chapters in Morton, L.T.'s Use of Medical Literature. Connecticut: Archon Books, 1974.		
5. Read the appropriate chapters in Ebert, M.'s Introduction to the Literature of the Medical Sciences, 3rd ed. Chapel Hill: University of North Carolina, 1970.		
6. Read selected references of your choice.		
7. Plan input of your own focusing on the six basic sciences listed in #2 above plus others of your interest.		
B. PRACTICE (1 or 2 required)		
1. Select one of the medical basic sciences. Investigate: its concerns its public its personnel-medical and paramedical its training its communication and publications its literature and bibliographic control its societies its related areas its relationship to society as a whole		

	ATTEMPTED	COMPLETED
its potential reference needs its principal bibliographic support and control any other significant factors which should be recognized 1. Organize your findings into a written statement which will present a valid and inclusive picture of this specialty as a component part of the medical complex and of its literature needs as an information responsibility of the medical library. The report can take any form which successfully accomplishes this. The scope and length is determined by your analysis and effectiveness. or		
2. Follow the guidelines in #1; however, instead of a written statement present your findings to the class. Ask the facilitator to provide 30 minutes for your presentation.		
C. ASSESSMENT: The student will be able to: 1. describe in depth a medical basic science 2. submit a written or oral presentation on the specialty.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

SPECIAL SUBJECTS: CLINICAL SCIENCES

20 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. describe the clinical sciences identifying fundamental terminologies and current concepts relative to each;
2. exhibit knowledge of one specific clinical science.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 or 3 required)		
1. Listen to lecture by facilitator.		
2. Read the Encyclopedia Americana for an overview of information on the following medical specialties: a. anesthesiology b. dermatology c. emergency medicine d. family practice e. geriatrics f. internal medicine g. neurology h. nuclear medicine i. obstetrics and gynecology j. ophthalmology k. orthopedics l. otolaryngology m. pathology n. pediatrics o. physical medicine p. psychiatry q. radiology r. surgery s. urology Expand your reading by checking one of the references in the bibliography which appears at the end. Check the Index, Volume 30 for additional sources of information. (The following medical specialties are not treated in Encyclopedia Americana: emergency medicine, family practice, nuclear medicine, and physical medicine.)		
3. Read the Encyclopaedia Britannica for an overview of the medical specialties listed in #2 above. Check the bibliographies for expanding your knowledge. (The following medical specialties are not treated in Encyclopaedia Britannica: emergency medicine, family practice, and physical medicine.)		
4. Read the appropriate chapters in Morton, L.T.'s Use of Medical Literature. Connecticut: Archon Books, 1974.		
5. Read the appropriate chapters in Ebert's Introduction to the Literature of the Medical Sciences, 3rd ed. Chapel Hill: University of North Carolina, 1970.		

	ATTEMPTED	COMPLETED
6. Read selected references of your choice.		
7. Plan input of your own focusing on the medical specialties listed in #2 above plus others of your interest.		
B. PRACTICE (1 or 2 required) Select one of the medical specialties. Investigate: its concerns its public its personnel-medical and paramedical its training its communication and publications its literature and bibliographic control its societies its related areas its relationship to society as a whole its potential reference needs its principal bibliographic support and control any other significant factors which should be recognized 1. Organize your findings into a written statement which will present a valid and inclusive picture of this specialty as a component part of the medical complex and of its literature needs as an information responsibility of the medical library. The report can take any form which successfully accomplishes this. The scope and length is determined by your analysis and effectiveness. or		
2. Follow the guideline in #1; however, instead of a written statement present your findings to the class. Ask the facilitator to provide 30 minutes for your presentation.		
C. ASSESSMENT: The student will be able to: 1. describe in depth a medical specialty 2. submit a written or oral presentation on the specialty.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#8

HEALTH SCIENCE LIBRARY, PART I

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. identify the nature, purpose, and type of health science libraries;
2. determine the personal and professional qualities of a medical librarian.

		ATTEMPTED	COMPLETED
A.	INPUT (1 or 2 and 7 required)		
1.	Listen to lecture by facilitator.		
2.	Read Chapters 1 and 2 of Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970).		
3.	Read "The Health Sciences Library: Its Role in Education for the Health Professions" in J. Medical Education, 42: 1-63, Pt. 2, August, 1967. (Secure copy from facilitator)		
4.	Read "Guidelines for Medical School Libraries" in J. Medical Education, 40: 5-64, Pt. 1, January, 1965. (Secure copy from facilitator)		
5.	Read Norman S. Stearns, Harold Bloomquist, and Wendy W. Ratcliff's "The Hospital Library," Hospitals, Journal of the American Hospital Association, 44: 55-59, March 1, 1970; 88-90, March 16, 1970.		
6.	Read Alfred N. Brandon's "Selected List of Books and Journals for the Small Medical Library," Bulletin of the Medical Library Associaton, 63 (2), April, 1975, 149-172.		
7.	Become familiar with the Standards for Library Services in Health Care Institutions (published by the American Library Association Health and Rehabilitative Library Services Divisi[illegible] and the library standards section of the Accredi-tation Manual for Hospitals (published by the Joint Commission on Accreditation of Hospitals)		
8.	Read Section A: "Information Center" in Midwest Health Science Library Network's Basic Library Management for Health Science Librarians, 1975.		
9.	Read Estelle Brodman's "Changing Concepts in the Role of the Medical Librarian in the 20th Century," Bulletin of the Medical Library Association, 45: 480-485, October 1957.		

or

	ATTEMPTED	COMPLETED
_____ "Education for Medical Librarians Around the World," Bulletin of the Medical Library Association, 52: 99-116, January, 1964.		
B. PRACTICE		
1. Select a health science library with which you are familiar. Visit it. Make an appointment with the director. Discuss the services provided for the clientele it serves and the duties and professional responsibilities of the personnel who staff it.		
2. Discuss the following items with a health science librarian: a. Importance of the health science librarian; b. Duties of the health science librarian; c. Librarian's role in selecting new materials; d. Librarian's role in publicizing library services.		
3. Evaluate the Standards for Library Services in Health Care Institutions. What services do the Standards suggest that health science librarians provide? What types of materials do the Standards suggest they provide?		
4. Plan practice of your own.		
C. ASSESSMENT The student will be able to: Submit written discussion of 1, 2, or 3 above with appropriate documentation.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#9

HEALTH SCIENCE LIBRARY, PART II

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. identify the library's internal and external public;
2. understand how effective public relations establish communication channels between the public and the library staff;
3. demonstrate their understanding of various communication problems.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 required)		
1. Listen to lecture by facilitator.		
2. Read Chapter 12 of Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970).		
3. Read The Leader Looks at Personal Communication by Leslie E. This (Falls Church, Virginia: Leadership Resources, Inc., 1972.)		
4. Read Communicating within the Organization by Leslie E. This (Falls Church, Virginia Leadership Resources, Inc., 1966.)		
5. Read other selected references.		
6. Discuss library communication channels and effective public relations with library administrators and practitioners.		
7. Plan input of your own.		
B. PRACTICE		
1. Visit your local hospital. Make an appointment with the public relations director. Interview him. How does the medical library interface with his activities and responsibilities? How does he interface with the public?		
2. Explore the role of public relations with a health science librarian. Discuss: Function of Librarian Function of Staff Function of Library Committee Uses of Budgets and Annual Reports External Publicity Special groups: Friends of the Library		

	ATTEMPTED	COMPLETED
3. Select Group; each takes one of the following topics: Building Communication Skills Non Verbal Communication Group Problem Solving Peer Perceptions Team Building Each becomes instant expert and gives a fifteen minute explanation to group members.		
4. Class Exercise: Listening Triads: Building Communication Skills - 45 minutes		
5. Class Exercise: Nonverbal Communication: Broken Squares - 45 minutes		
6. Class Exercise: A Survey of Communicating Styles developed by Dr. Paul P. Mok (TA Press, A Division of PMA Inc., 4519 W. Lovers Lane, Dallas, Texas 75209).		
7. Class Exercise: Interpersonal Communication Inventory by Millard J. Bienvenu, Sr.		
8. Plan practice of your own.		
C. ASSESSMENT The student will be able to: 1. Submit a brief resumé on what was learned from Practice 1, 2, or 3; 2. Submit a two page statement concerning his/her personal reactions to the class exercises.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#10

HEALTH SCIENCE LIBRARY, PART III

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. understand the role of the library and its administrator in the institution;
2. discuss motivation and behavior;
3. demonstrate knowledge of leadership theories;
4. set up criteria for planning and implementing change.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 or 3 and 5 required)		
1. Listen to lecture by facilitator.		
2. Read Chapter 3 of Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970).		
3. Read Section B: "Administration of the Health Science Library" in Midwest Health Science Library Networks's Basic Library Management for Health Science Librarians, 1975.		
4. Consult Dissertation Abstracts to obtain information on recent studies on motivation and behavior.		
5. Consult selected management texts for information on leadership theories, motivation, behavior, and the change process.		
6. Read appropriate sections of Paul Hersey and Kenneth H. Blanchard's Management of Organizational Behavior: Utilizing Human Resources, Third Edition. New Jersey: Prentice-Hall, Inc., 1977.		
7. Read appropriate sections of Bennis, Benne, Chin and Corey's The Planning of Change, Third Edition. New York: Holt, Rinehart and Winston, 1976.		
8. Plan input of your own.		
B. PRACTICE		
1. Class Exercise: Leadership Function Self-Assessment Instrument		
2. Class Exercise: Change Process Force-Field Analysis Inventory		

	ATTEMPTED	COMPLETED
3. Class Exercise: Residence Halls A Consensus-Seeking Task		
4. Class Exercise: Students respond to selected case studies in health science library administration.		
5. Plan practice of your own.		
C. ASSESSMENT The student will be able to submit a two page statement concerning his/her personal reaction to Class Exercises 1, 2, 3 above.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#11

INTRODUCTION TO MEDICAL BIBLIOGRAPHY

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. trace the development of medical bibliography with particular emphasis in the United States:
2. identify current trends in medical bibliography.

	ATTEMPTED	COMPLETED
A. INPUT (1 and 6 required)		
1. Listen to lecture by facilitator.		
2. Read Estelle Brodman's Development of Medical Bibliography. (Baltimore: Medical Library Association, 1954.)		
3. Read M. Ebert's Introduction to the Literature of the Medical Sciences, 3rd ed. (Chapel Hill: University of North Carolina, 1970.)		
4. Read Chapters 1 and 2 of L. T. Morton's (ed.) Use of Medical Literature. (Connecticut: Archon Books.)		
5. Read J. Thornton's Medical Librarianship. (London: Crosby Lockwood, 1963.)		
6. Consult the Bulletin of the Medical Library Association to identify current trends in medical bibliography.		
7. Plan input of your own.		
B. PRACTICE		
1. Prepare a written summary of the current trends in medical bibliography by: a. listing the trends; b. commenting on them; c. personally reacting to them.		
2. Discuss trends in medical bibliography with a medical librarian working in a: a. hospital library; b. medical school library Note the similarities and differences. Report your findings to the class in an oral presentation.		

	ATTEMPTED	COMPLETED
3. Prepare a topical outline of medical bibliography in the United States. Present your findings to the class in a 20 minute presentation.		
4. Prepare a flowchart tracing the historical development of medical bibliography.		
5. Plan a practice of your own.		
C. ASSESSMENT The student will be able to: Submit one of the completed practices suggested above.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

BASIC REFERENCE - INFORMATION RESOURCES, PART I

15 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. examine basic bio-medical reference tools;
2. identify basic content contained in these tools.

	ATTEMPTED	COMPLETED
A. INPUT (1 and 2 required)		
1. Listen to lecture by facilitator.		
2. Visit a hospital library or a medical school library. Carefully peruse the reference collection. Note the following informational resources: — Dictionaries: Dictionaries, English Dictionaries, Nomenclature and Terminology Dictionaries, Special Dictionaries, Foreign Language — Bibliographical Abstracts and Indexes — Special Abstracts and Indexes — Bibliographies		
3. Plan input of your own.		
B. PRACTICE		
1. Interview a medical reference librarian. Discuss the comprehensiveness of the medical reference collection in the institution in which the librarian is employed. Focus on resources identified in Input 2 above. Present findings to the class.		
2. Become familiar with the basic information resources identified by the facilitator in the bibliography distributed at the lecture session.		
3. Plan practice of your own.		

	ATTEMPTED	COMPLETED
C. ASSESSMENT The student will be able to: Identify basic bio-medical reference tools by completing a quiz on their content with 90% accuracy. (Secure copy from facilitator.)		

COMMENTS:

Attach Assessment and submit when completed.

BASIC REFERENCE - INFORMATION RESOURCES, PART I

QUIZ

Directions: Select fifteen (15) of the following references and briefly describe their content:

a. Dorland's Illustrated Medical Dictionary

b. Stedman's Medical Dictionary

c. Taber's Cyclopedic Medical Dictionary

d. Frenay's Understanding Medical Terminology

e. Skinner's Origin of Medical Terms

f. U.S. National Library of Medicine's Medical Subject Headings

g. Durham's Encyclopedia of Medical Syndromes

h. Maglini's Dictionary of Medical Syndromes

i. Elsevier's Medical Dictionary in Five Languages

j. Goulden's German-English Medical Dictionary

k. Abridged Index Medicus

l. Cumulative Index to Nursing Literature

m. Current Contents

n. Excerpta Medica

o. Hospital Abstracts

p. Index Medicus

q. Index to Dental Literature

r. Science Citation Index

s. Vital Notes on Medical Periodicals

t. World Medical Periodicals

u. Abstracts of World Medicine

v. Chemical Abstracts

w. Medical Care Review

x. Biological Abstracts

y. Psychological Abstracts

z. Nutrition Abstracts and Reviews

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#13

BASIC REFERENCE - INFORMATION RESOURCES, PART II

15 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. examine basic bio-medical reference tools;
2. identify basic content contained in these tools.

	ATTEMPTED	COMPLETED
A. INPUT (1 and 2 required)		
1. Listen to lecture by facilitator.		
2. Visit a hospital library or a medical school library. Carefully peruse the reference collection. Note the following informational resources: — Directories and Biographies Directories, Biographical Directories, Institutional and Organizational — Foreign Directories and Biographies — Factbooks, Tables and Statistical Handbooks — Handbooks, Guides, Sourcebooks — History of Medicine — Pharmacology — Miscellaneous		
3. Plan input of your own.		
B. PRACTICE		
1. Interview a medical reference librarian. Discuss the comprehensiveness of the medical reference collection in the institution in which the librarian is employed. Focus on resources identified in Input 2 above. Present findings to the class.		
2. Become familiar with the basic informational resources identified by the facilitator in the bibliography distributed at the lecture session of Module 12.		
3. Plan a practice of your own.		

	ATTEMPTED	COMPLETED
C. ASSESSMENT The student will be able to: Identify basic bio-medical reference tools by completing a quiz on their content with 90% accuracy. (Secure copy from facilitator.)		

COMMENTS:

Attach Assessment and submit when completed.

BASIC REFERENCE - INFORMATION RESOURCES, PART II

QUIZ

Directions: On the line to the left of each item in Column A, write the letter of the statement in Column B that matches the item.

COLUMN A	COLUMN B
z 1. Directory of Medical Specialists	a. Identify the content of a drug
k 2. AAMC's Medical School Admission Requirements	b. Cat-scratch disease: causes, diagnosis, treatment; review articles
y 3. Guide to Foreign Medical Schools	c. Information about a school of public health in Switzerland
r 4. Royal College of Physicians of London. List of Fellows and Members	d. Aims, structure, activities, conferences, publications of UNESCO
q 5. Joint Commission on Accreditation of Hospitals. Standards for Accreditation of Hospitals	e. Library, documentation, information services, publications, etc. of Société des géologues économiques
m 6. Canadian Medical Directory	f. Approved residency programs in Michigan
x 7. American College of Hospital Administrators: Directory	g. Laws affecting hospitals in Michigan
t 8. Merck Manual	h. Find addresses of physicians
p 9. International Directory of Nurses with Doctoral Degrees	i. What does Nitro span look like? Is it in the form of a pill or liquid?
j 10. Scientfic and Technical Societies of the United States	j. Professional activities and publications of the AMA
l 11. American Men and Women of Science	k. Requirements to enter Wayne State University School of Medicine, Detroit, Michigan
a 12. Physicians Desk Reference	l. Biographical sketches of male and female scientists
u 13. Medical Education in the U.S. and Canada	m. Medical Schools in Canada
w 14. U.S. Division of Vital Statistics. Vital Statistics of the U.S.	n. Find an explanation of an anatomical term
o 15. Brand name of some salt substitutes	o. PDR
s 16. Handbook of Legal Medicine	p. Verify whether or not Virginia C. Conley, R.N., Dean of the School of Nursing, The Catholic University of America, Washington, D.C., holds an earned doctorate
d 17. Yearbook of International Organizations	
h 18. AMA Directory	
e 19. International Scientific Organizations: A Guide...	
c 20. World Directory of Schools of Public Health	

g 21. Michigan Manual on Hospital Law

i 22. PDR

f 23. Directory of Approved Internships and Residencies

b 24. Harrison's Principles of Internal Medicine

n 25. Gray's Anatomy

q. Hospital accreditation standards

r. Are Drs. Patrick Steptoe and Robert Edwards British physicians

s. Malpractice information

t. Topical discussion on respiratory diseases

u. Flexner

v. Definitions of terms

w. Vital statistics of the U.S.

x. Verify whether or not George Cartmill is President, Harper-Grace Hospitals, Detroit, Michigan

y. Information concerning a medical school in London, England

z. Verify the specialty of a physician

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#14

BUILDING THE MEDICAL LIBRARY COLLECTION, PART I

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will:

1. become acquainted with the roles of the librarian, library committee, and library users in book and journal selection;
2. become familiar with some of the guides for selecting books and journals.
3. become acquainted with the criteria for selecting books and journals.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 required)		
1. Listen to lecture by facilitator.		
2. Read Section D: "Book and Serials Selection" in Midwest Health Science Library Network's Basic Library Management for Health Science Librarians, 1975.		
3. Study the following recommended lists for assessing the health science library's book collection. Comment upon the scope. Choose one list. Check the list against the collection in a health science library of your choice. "A Library for Internists II" by Richard Allyn, M.D. Annals of Internal Medicine, 84 (March, 1976) 3, 346-373. "Selected List of Books and Journals of the Small Medical Library" by Alfred Brandon. Bulletin of the Medical Library Association, 63 (April, 1975) 2, 149-172. "Selected List of Books and Journals for a Small Dental Library" by R. Raskin. Bulletin of the Medical Library Association, 64 (January, 1976) 1, 265-271. "Reference Sources for Nursing." Revised by a Committee of the Interagency Council on Library Resources for Nursing. Nursing Outlook, 22 (May, 1974) 5, 331-337.		
4. Become familiar with the following resources for serials selection: Ulrich's International Periodicals Directory Irregular Serials and Annuals Standard Periodicals Directory		

	ATTEMPTED	COMPLETED
5. Plan input of your own.		
B. PRACTICE		
1. Complete Input 3.		
2. Discuss the nature and purpose of the library committee in a health science library you know well. Interview one or two members. How do they perceive their role? Are they influential for effecting change? Discuss findings with class.		
3. Discuss with your fellow classmates the roles of the librarian and library users in book and journal selection.		
4. List the 8 Criteria for Serials Selection. Explain how each should be applied to a serial being considered for purchase.		
5. Plan practice of your own.		
C. ASSESSMENT		
The student will be able to:		
1. Submit written discussion of 1, 2, 3, or 4 above with appropriate documentation;		
or		
2. Complete a seven question short answer quiz with 90% accuracy. (Secure copy from facilitator.)		

COMMENTS:

Attach Assessment and submit when completed.

BUILDING THE MEDICAL LIBRARY COLLECTION, PART I

QUIZ

Directions: Give brief but succinct answers to the following questions:

1. Why is it important to have all the library's types of users participate in book selection?

2. What techniques can the librarian use to insure this participation?

3. Why is a preliminary survey of book needs important?

4. Why are book selection guides valuable?

5. Name three tools for book selection.

6. What are "serial" publications? Give two examples of serial publications.

7. Why is careful serials selection even more important than careful book selection?

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DIVISION OF LIBRARY SCIENCE

#15

BUILDING THE MEDICAL LIBRARY COLLECTION, PART II

15 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. discuss procedures for acquiring books and serial publications for the health science library;
2. learn about the basic records it is necessary to keep in the acquisition of books;
3. learn about the services of journal exchanges;
4. become familiar with the procedures for checking in serials.

	ATTEMPTED	COMPLETED
A. INPUT (1 and 2 or 3 required)		
1. Listen to lecture by facilitator.		
2. Read William K. Beatty's "Selection, Acquisition, and Weeding" (Chapter 4, Part 1) in Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read Section E: "Acquisition of Library Materials" and Section F: "Acquisition of Library Materials - Serials, Free and Inexpensive Materials, and Government Publications" in Midwest Health Science Library Networks's Basic Library Management for Health Science Librarians, 1975.		
4. Plan input of your own.		
B. PRACTICE		
1. Discuss the Acquisition Policy of a health science library you know well. Report findings.		
2. Discuss the routine elements to be followed for the verification of a book order. You are going to purchase the following books: (a) Putting the Ill at Ease by Evelyn Wilde Mayerson (b) Curriculum and Instruction in Nursing by Virginia C. Conley (c) Physiologic Basis of Rehabilitation Medicine by Downey and Darling (d) Preventive Medicine by Clark and Macmahon		

	ATTEMPTED	COMPLETED
(e) Human Nutrition and Dietetics, 6th ed. (f) Hospital Computer Systems by M. F. Collen, ed. (g) Aerospace Medicine, 2nd ed. by H. W. Randel (h) History of Nursing Source Book by Anne L. Austin Verify the bibliographic information for the above books in: NLM Current Catalog Medical Books in Print American Book Publishers Record		
3. You are going to purchase the books in 2 above from a book dealer, publisher or local bookstore. Several questions should be considered when selecting a book order source: — Which source furnishes the speediest service? — Which is most accurate in filling orders and most prompt in correcting mistakes? — Which will adapt billing to local accounting requirements? — Which gives the largest discount? Discuss these among your fellow classmates.		
4. Consider the information needed for ordering serials. You are going to order the following serials: (a) American Heart Journal (b) Annals of Internal Medicine (c) Surgery (d) Journal of Medical Education (e) American Journal of Tropical Medicine and Hygiene (f) American Journal of Epidemiology (g) Journal of Occupational Medicine (h) Brain (i) Human Pathology (j) Pediatrics Prepare a mock subscription order form for the serials listed above. Order the serials from Scientific Publications, Inc. (944 West East Street, Detroit, Mi. 48231). Your purchase order number is 730651.		
5. Once involved in serials work, the librarian will discover that serials can engender quite a few problems. Among these are: (a) missing issues; (b) some serials change titles; (c) some serials split into two or three separate titles; (d) some serials change in size;		

	ATTEMPTED	COMPLETED
(e) some change from journal format to newspaper format; (f) a title is being published in a new series and the volume numbering has started over with Volume 1; (g) titles may be discontinued and no notice is sent to librarian; (h) printers' strikes, work strikes, mail strikes, and other work stoppages may delay receipt of library's serials. Discuss the significance of these problems.		
6. Become familiar with the procedures for checking in serials: Note the following information: Title Title change information Agent Publisher Check-in record Location symbol Standing order number Order date Payment information Claim information Bindery information Prepare a mock Journal Check-in Card for three of the journals listed in 4 above.		
7. What is a journal exchange? Discuss its merits.		
8. There are three ways of finding out which publications are available from the U.S. government: (a) Monthly Catalog of United States Government Publications (b) Selected U.S. Government Publications (c) Superintendent of Documents Special Subject price lists Become familiar with these sources.		
9. Plan practice of your own.		
C. ASSESSMENT The student will be able to: Submit written discussion of 2 or 4 or 5 or 6 above with appropriate documentation.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#16

BUILDING THE MEDICAL LIBRARY COLLECTION, PART III

15 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. understand the basic elements of descriptive cataloging;
2. understand the purpose and practice of subject cataloging;
3. become familiar with the Library of Congress and National Library of Medicine sources of cataloging copy and subject authority lists;
4. become acquainted with the two classification schemes most suitable for health science libraries.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 or 3 required)		
1. Listen to lecture by facilitator.		
2. Read Ruth J. Mann's "Cataloging and Classification" (Chapter 4, Part 2) in Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read Section G: "Catalog Cards and Descriptive Cataloging," Section H: "Subject Cataloging and the Subject Authority File," and Section I: "Classification and Call Numbers" in Midwest Health Science Library Network's Basic Library Management for Health Science Librarians, 1975.		
4. Read S.B. Waller, "Thoughts on Cataloging and Classification in a Small Medical Library." Bulletin of the Medical Library Association, 58: (January, 1970) 51-57.		
5. Read American Library Associaton, Anglo-American Cataloging Rules. Chicago, 1967.		
6. Read S.G. Akers, Simple Library Cataloging, 5th ed. Chicago: American Library Association, 1969.		
7. Read other selected references of your choosing.		
8. Plan input of your own.		

B. PRACTICE	ATTEMPTED	COMPLETED
1. Schedule an appointment with the cataloguer of a health science library. Observe the cataloguer cataloging books and serials. Note steps, procedures, tools, etc. Note similarities and differences. Report findings to the class.		
2. Refresh your memory of the elements of a catalog card by selecting the subject, title, and author card of two books you know well. Check these books for cataloging in publication.		
3. Complete cataloging information is available for books catalogued and classified according to the Library of Congress system in an expensive multi-volume publication entitled the National Union Catalog. Small libraries never subscribe to this publication. They do subscribe, however, to the American Book Publishing Record, an inexpensive publication that contains LC cataloguing information in almost the same format that appears on LC printed cards. National Library of Medicine cataloguing copy has been available for some years in the publication known as Current Catalog. It contains complete cataloguing information for all items processed for their own collections by the National Library of Medicine and a few other large bio-medical libraries. Secure copies of these and study their contents carefully.		
4. Study the procedures for descriptive cataloguing discussed in the lecture or in one of the reading inputs. Make title, author, and subject entry cards for W. Ritchie Russell's Multiple Sclerosis: Control of the Disease.		
5. Develop catalog cards for the following kinds of entries: Institution as main entry Association as main entry Government body as main entry Conference as main entry		
6. Develop catalog cards for the following kinds of entries: Serial main entry Monthly journal main entry Bimonthly journal main entry		

	ATTEMPTED	COMPLETED
7. There are two subject heading lists which are widely accepted for health science collections. The first, published by the Library of Congress, is called Library of Congress Subject Headings; it contains terms for all subjects. The second is published by the National Library of Medicine, and is entitled Medical Subject Headings, or MeSH, for short. Secure copies of these and study their contents carefully.		
8. Choose four health related books you know well. Assign subject headings for them from either the LC or MeSH lists. Follow the General Guidelines for Assigning Subject Headings discussed in the lecture or in one of the heading inputs.		
9. The Library of Congress classification scheme is the most comprehensive classification scheme every published. The LC scheme uses a combination of letters and numbers to designate specific subjects. Secure copies of the following and study their contents carefully: Classification, Class R, Medicine Classification, Class BF, Psychology Classification, Class H, Sociology Classification, Class L, Education Classification, Class Q, Science		
10. The National Library of Medicine classification scheme is a special modification of the Library of Congress scheme. It, too, uses a mixed notation (letters and numbers). The scheme is kept up-to-date by a publication entitled Notes for Medical Catalogers. Secure copies of these documents and study their contents carefully.		
11. Select four books. Classify them according to the LC or the NLM classification schemes.		
12. Plan a practice of your own.		
C. ASSESSMENT Given the following list of books, the student will be able to choose any eight titles and prepare a draft of a catalog card. The student is expected to do full descriptive cataloguing, assign MeSH headings and LC classification numbers. For purposes of class discussion, when you have completed your cataloguing, choose the appropriate LC subject headings for your books to see how the terminology compares.		

	ATTEMPTED	COMPLETED
Quality Assurance in Health Care, edited by Richard H. Egdahl		
Pharmacology, by V. E. Tyler		
Hodgkin's Disease, edited by Mortimer J. Lacher		
Ultrasonic Techniques in Angiology, by D. E. Strandness and D. S. Summer		
Multiple Sclerosis: Control of the Disease, by W. Ritchie Russell		
Nutrition, Longevity and Aging, edited by Morris Rockstein		
Psychophysiological Aspects of Skin Disease, by F. A. Whitlock		
Amyotrophic Lateral Sclerosis: Recent Research Trends: Proceedings of a Conference..., edited by John Andrews, Richard T. Johnson, and Mary A. B. Brazier		
The Health Care Cost Explosion: Which Way Now? edited by David Alan Ehrlich		
Health Care in Transition: Directions for the Future by Anne R. Somers		
Crisis Intervention and How it Works by Romaine V. Edwards		
Behavioral Objectives in Nursing: Evaluation of Learner Attainment by Dorothy E. Reilly		
Curriculum Building in Nursing: A Process, Second Edition by Em Olivia Bevis		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#17

BUILDING THE MEDICAL LIBRARY COLLECTION, PART IV

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. identify components of binding and the binding process;
2. identify traditional enemies of books and their affect upon preservation of materials;
3. demonstrate knowledge of rare books and archives in the medical field.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 and 3 required)		
1. Listen to lecture by facilitator.		
2. Read Helen Crawford's "Preservation of Library Materials" (Chapter 4, Part 3) in Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read Chapter 9 in Input 2.		
4. Read George D. M. Cunha's Conservation of Library Materials: A Manual and Bibliography on the Care, Repair and Restoration of Library Materials. (Metuchen, N.J.: Scarecrow Press, 1967, 405 p. Extensive bibliography.)		
5. Read Carolyn Horton's Cleaning and Preserving Bindings and Related Materials, 2d ed. (Chicago, Library Technology Program, American Library Association, 1969, 87 p.)		
6. Read W. J. Barrow's Manuscripts and Documents, Their Deterioration and Restoration. (Charlottesville, Va.: University of Virginia Press, 1955, 86 p.)		
7. Consult recent issues of the Restaurator to obtain information on preservation of materials.		
8. Skim John B. Blake and Charles Roos' eds. Medical Reference Works 1679-1966: A Selected Bibliography. (Chicago: Medical Library Association, 1967, 343 p.) Note the kinds of books listed.		
9. Read sections of Theodore R. Schellenberg's The Management of Archives. (New York: Columbia University Press, 1965, 383 p.)		
10. Plan input of your own.		

	ATTEMPTED	COMPLETED
B. PRACTICE		
1. Interview a medical librarian. Discuss binding operations at the institution represented by the librarian. Focus on quality of binding selected; use of Class A Binding (certain paper, fabric, stitches); membership in American Binding Institute (designates a top quality product); insurance; ascertain return schedule. Report your findings to the class.		
2. You have just been hired as chief medical librarian of a newly organized hospital. Among the many policies you must establish is a binding policy. Work with two other classmates (librarians who have been hired under you) to establish a binding policy. Discuss components with the class. Flowchart the essentials.		
3. You are the supervisor of a new library binding department. Consult the Library Binding Institute's Library Binding Handbook (Boston; 1963, 49 p.) and Standards for Library Binding (Boston, 1963, 14 p.). Discuss your findings with fellow classmates.		
4. After a contract has been established between the library and the bindery, the catalogue department's records must provide answers to the following: — What is in the bindery? — When was it sent to the bindery? — When is it due back? — What type of binding is to be used? Buckram (heavy, permanent; plastic reinforced) Morocco (leather made) Pam Binding - pamphlet binding — Color? — Notation and title on spine? — Cost? — Have title page and index arrived? Discuss the above with a medical cataloguer. What recurrent problems are noted? Report findings to the class.		
5. Skim an entire volume of articles in the Restaurator (the international journal for the preservation of library and archival material). List the kinds of problems discussed. Read two of the articles. Report your findings to the class.		

	ATTEMPTED	COMPLETED
6. Discuss with a medical librarian the traditional enemies of books and report findings: heat, light, humidity mold insects fire and water deterioration of paper atmospheric pollution.		
7. Study the rare book collection of a medical library affiliated with a medical school. Report your observations. What is the librarian's role in dealing with rare books and readers who seek to use them?		
8. The archivist's hardest task is a public relations one - alerting all concerned to the importance of preserving records and persuading them that a central archive is the place to perserve them. Interview an archivist. Discuss the PR role. Report your findings.		
9. Flowchart the management of archives. Draw on readings and interviews.		
10. Plan a practice of your own.		
C. ASSESSMENT The student will be able to: Complete two of the practices suggested above and either discuss or submit findings as indicated.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#18

BUILDING THE MEDICAL LIBRARY COLLECTION, PART V

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Student choosing this program will be able to:

1. become familiar with the general procedures for answering reference questions;
2. learn how to use selected ready reference tools;
3. demonstrate understanding of circulation policies and systems;
4. explain and apply the principles of the Copyright Law.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 required)		
1. Listen to lecture by facilitator.		
2. Read Chapter 5 (Parts 1 and 2) in Gertrude L. Annan, Jacqueline W. Felter's et.al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read Section J: "Reference Services - Ready Reference" in Midwest Health Science Library Network's Basic Library Management for Health Science Librarians, 1975.		
4. Read about circulation services in a medical librarianship text of your choice.		
5. Read PL 94-553, the omnibus copyright revision law signed 10/19/76. (Secure copy from facilitator). Also read John C. Stedman's "The New Copyright Law: Photocopying for Educational Use" in the AAUP Bulletin, Vol. 63 (February, 1977), No. 1, pp. 5-16. (Secure copy from facilitator.)		
6. Plan an input of your own.		
B. PRACTICE		
1. Reference requests are categorized as factual or direct inquires; bibliographic or indirect inquiries and verification requests. Discuss the nature of these requests with a medical librarian. Identify basic ready reference tools which fit the three categories. Present your findings.		
2. "An interview between the librarian and physician or scientist for the purpose of discussing projected bibliographic searches is an essential element of successful reference service." Discuss this statement		

	ATTEMPTED	COMPLETED
with a medical librarian and with your fellow classmates. Share your observations with the class.		
3. Read information about the reference interview and the search technique in selected references of your choice. Flowchart the activities.		
4. Discuss a medical library's interlibrary lending and borrowing policy with classmates. In order to complete interlibrary transactions effectively, both the lending and borrowing institution should adhere to the provisions of the American Library Association's General Interlibrary Loan Code. Secure a copy and discuss.		
5. Complete module 12 or 13.		
6. Discuss types of information found in the following ready reference tools: (a) The American Hospital Association Guide to the Health Care Field (b) Mental Health Directory (c) Hospital Statistics (d) Journal of the American Medical Association (e) New England Journal of Medicine (f) World of Learning (g) Pharmacopeia of the United States (h) United States Dispensatory (i) American Drug Index (j) Statistical Abstract of the United States (k) Medical Subject Headings (l) Current Contents: Life Sciences (m) Excerpta Medica (n) Bibliography of Medical Reviews (o) Translations Register - Index (p) World Medical Periodicals (q) State medical assocation or society journals		
7. Secure a copy of the circulation policies of a medical library you know well. Study them. Discuss: (a) advantages of circulation and noncirculation; (b) fine system for overdue material; (c) open vs. closed stacks; (d) exit control; (e) one-card charge system vs. elaborate mechanical systems involving computers and automatic data processing equipment. Present a topical outline of your findings.		

	ATTEMPTED	COMPLETED
8. Study and report on the special purpose collections of a medical library you know well. Focus on: (a) reserve collections; (b) rental collections; (c) new book shelf; (d) materials which need special handling (records, tapes, films, microfiche, etc.)		
9. Secure a copy of The George Fry Report of 1961, sponsored by the Library Technology Project, American Library Association, 1961, 138 p. It is probably the most systematic study and comparison of circulation control systems and their application in public, college and university, and special libraries. Report findings to class.		
10. Discuss the nature of the medical library's document reproduction system and its pros and cons. Share your findings.		
11. Study the Copyright Law. How is the law applied in a: (a) hospital library; (b) medical school library; (c) public library. How does one apply for copyright?		
12. Plan a practice of your own.		
C. ASSESSMENT The student will be able to: (a) complete two of the practices (omitting #6) suggested above; or (b) complete a quiz on practice #6 with 90% accuracy. Secure copy from facilitator.		

COMMENTS:

Attach Assessment and submit when completed.

#18

BUILDING THE MEDICAL LIBRARY COLLECTION, PART V

QUIZ

Directions: On the line to the left of each item in Column A, write the letter of the statement in Column B that matches the item.

COLUMN A

_d_ 1. The American Hospital Assocation Guide to the Health Care Field

_n_ 2. Regional mental health offices and mental health associations

_r_ 3. Pharmacopeia of the United States

_p_ 4. An encyclopedic work covering both official and nonofficial drugs

_a_ 5. Mental Health Directory

_h_ 6. Presents detailed statistical data on registered hospitals in the U.S.

_s_ 7. The annually-revised dictionary of terms under which articles and reviews are listed

_m_ 8. Current awareness service

_e_ 9. The most comprehensive abstract publication covering medical sciences

_k_ 10. Bibliographic control of reviews (special section of Index Medicus)

_q_ 11. JAMA

_c_ 12. American Drug Index

_b_ 13. The New England Journal of Medicine

_l_ 14. A registry of translations deposited at the John Crerar Library and an index to translations available elsewhere

_i_ 15. Statistical Abstract of the United States

_g_ 16. Continuing medical education courses, schedules of meetings and other news of stateweide importance for the physician

COLUMN B

a. Central source of information on mental health facilities in the U.S.

b. Perhaps the most respected journal of medicine

c. Dictionary of drug names

d. A central reference source for information on health care institutions

e. Excerpta Medica

f. World Medical Periodicals

g. State medical association journal

h. Hospital Statistics

i. Standard source for health statistics broadly categorized

j. Answers to queries about the institutional affiliations of individuals when bibliographical directories are lacking; reference work of a general nature

k. Bibliography of Medical Reviews

l. Translations Register - Index

m. Current Contents: Life Sciences

n. Mental Health Directory

o. "The Nation's Hospitals: A Statistical Profile," an overall discussion of trends with respect to hospitals and beds, utilization, facilities and services, personnel, salaries, expenditures, and revenue and assets

j 17. World of Learning

t 18. A reference on sources of products and services used in hospitals

f 19. Periodicals in the health field

o 20. Hospital Statistics

p. United States Dispensatory

q. Six reference directories

r. Lists over 900 medicinal substances thought to be the most important therapeutic agents

s. MeSH

t. The American Hospital Association Guide to the Health Care Field

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#19

AUTOMATION IN MEDICAL LIBRARIES

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. learn the techniques of flowcharting;
2. apply the flowcharting technique to library services for which automation has been used successfully;
3. demonstrate understanding of essentials of automation in medical libraries.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 and 3 or 4 required)		
1. Listen to lecture by facilitator.		
2. Read Chapter 6 in Gertrude L. Annan, Jacqueline W. Felter's et. al, Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read William A. Bocchino's A Simplified Guide to Automatic Data Processing, 2d. ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1972.)		
4. Read Chapter 6 of Edward A. Chapman's, et. al., Library System Analysis Guidelines. (New York: Wiley-Interscience, 1970.)		
5. Read Irwin H. Pizer's "Automation-Planning to Implementation; the Problems En Route," in Bulletin of the Medical Library Association, Vol. 64 (January, 1976), No. 1, 1-4. (Secure copy from instructor.)		
6. Read Esther Greenberg's "Automated Cataloging: The State of the Art" in Bulletin of the Medical Library Association, Vol. 64 (January, 1976), No. 1, 5-11. (Secure copy from instructor.		
7. Read selected resources on automation in libraries in the Bulletin of the Medical Library Association.		
8. Consult Volume 2 of the Encyclopedia of Library and Information Science. Read the section entitled "Automatic Data Processing, Library and Information Center Applications," pp. 184-230.		
9. Read selected abstracts of articles on automation, computers, data processing and data banks in Library & Information Science Abstracts.		

	ATTEMPTED	COMPLETED
10. Check Library Literature for selected references on automation of library processes.		
11. Plan an input of your own.		
B. PRACTICE		
1. Discuss the impact of automation in a medical library of your choice. Interview the director. Discuss economics, cost, personnel, equipment. Report your findings to the class.		
2. Flowchart the following activities: (a) checking out a library book; (b) elements of the reference interview.		
3. Read and report on two articles focusing on automation, computers, data processing, or data banks. Use Library Literature to locate sources.		
4. Consult the literature to find reports on two automated systems. Use the Guidelines distributed at the lecture portion of this module to compare the two systems and to balance their advantages and disadvantages.		
5. Automation has been used successfully in: (a) acquisitions (b) cataloging (c) circulation records (d) serial automation (e) indexing Discuss each of these areas with a medical librarian and present your findings in topical outline form.		
6. Plan a practice of your own.		
C. ASSESSMENT		
The student will be able to:		
(a) complete one of the practices suggested above;		
or		
(b) flowchart the collection building process. (Incorporate ideas from previous modules.)		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#20

AUDIOVISUAL SERVICES AND MATERIALS

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will be able to:

1. gain an understanding of the role of the library in a hospital audiovisual service;
2. become acquainted with the activities involved in managing and using an audiovisual software collection;
3. learn the basics of audiovisual hardware management;
4. become knowledgeable regarding the general criteria for all audiovisual materials.

	ATTEMPTED	COMPLETED
A. INPUT (1 and 2 or 3 required)		
1. Listen to lecture by facilitator.		
2. Read Chapter 7 in Gertrude L. Annan, Jacqueline W. Felter's, et.al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read Section N: "Audiovisual Services" in Midwest Health Science Library Network's Basic Library Management for Health Science Librarians, 1975.		
4. Read Mary Ann Knotts and Dorothy Mueller's "Cataloging Audiovisual Materials: A New Dimension" in Bulletin of the Medical Library Association, Vol. 63 (July, 1975) No. 3, pp. 295-301.		
5. Plan an input of your own.		
B. PRACTICE		
1. Facilitator will arrange to have class members learn how to operate the following: (a) 16 mm projector; (b) cassette tape player; (c) carousel slide projector; (d) videocassette player, monitor, and videocassette; (e) overhead transparency projector and transparencies Discuss strengths and weaknesses of each.		
2. Select another classmate to join you in a presentation of the role of the library in a hospital audiovisual service involving both hardware and software. Share this with the class.		

	ATTEMPTED	COMPLETED
3. Make a list of basic audiovisual equipment for a hospital library. Share your list with a hospital librarian. Discuss budget allocation, uses of equipment, storage, care, etc.		
4. The first step in cataloging is to decide how media are to be shelved. Media can be shelved in stacks open to the public, on shelves closed to users, or in a combination of the two. Discuss advantages and disadvantages of both.		
5. Publicity is vital in promoting the use of the audiovisual collection. How does a hospital library publicize its audiovisuals. Check out the facts and report findings.		
6. Discuss the AV budget with the director of a hospital library. Consider both software and hardware expenditures, replacement and repair costs, supplies, fees for AVLINE searches, etc.		
7. Select and read two articles in one of the following journals: Audiovisual Instruction Biomedical Communications Journal of Biocommunication Summarize it, personally react to the article, and state its significance to you as a potential medical librarian.		
8. Familiarize yourself with the abbreviations used in audiovisual cataloging. Catalog the following audiovisuals: (a) an audiocassette of your choice; (b) a motion picture of your choice; (c) slides of your choice.		
9. Work with a hospital librarian to develop an Audiovisual Service Procedure Manual for the library. Share your work with the class.		
10. Plan a practice of your own.		
C. ASSESSMENT The student will be able to: 1. complete Practice #1 and 2. submit one of the other practices suggested above.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#21

LIBRARY PLANNING, FURNITURE, AND EQUIPMENT

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will:

1. gain an appreciation for planning a health science library;
2. become familiar with the components of library planning;
3. gain an understanding of the literature on library furniture and equipment.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 and 4 or 5 required)		
1. Listen to lecture by facilitator.		
2. Read Chapter 10 in Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read Alderson Fry's "Planning A Better Medical School Library: Panel Discussion" in Bulletin of the Medical Library Association, 49 (April, 1961), 187-190.		
4. Read Joint Committee of the Association of American Medical Colleges and the Medical Library Association's "Guidelines for Medical School Libraries in Journal of Medical Education, 40: 1-64, Part 1, January, 1965. Chapter 7 on "Physical Facilities is particularly relevant. (Secure copy from facilitator; reference cited in Module 8.)		
5. Read Library Study Committee of the Association of American Medical Colleges' "The Health Science Library: Its Role in Education for the Health Professions," in Journal of Medical Education, 42: 1-63, Part 2, August, 1967. (Secure copy from facilitator; reference cited in Module 8.)		
6. Read selected articles on library planning, furniture, and equipment in Library Technology Reports.		
7. Consult the Bulletin of the Medical Library Association for recent articles on library planning.		
8. Plan input of your own.		

B. PRACTICE	ATTEMPTED	COMPLETED
1. Read and comment on three articles on library planning, furniture, and equipment in Library Technology Reports.		
2. Consult Library Literature for recent articles on library furniture and equipment. Select three articles. Discuss.		
3. Consult Special Libraries and/or the Bulletin of the Medical Library Association for recent articles on library planning. Select three articles and react to them.		
4. Consult the December issue of Library Journal that has the "Buying Guide." Write to those companies whose products are of most interest. Share your findings with the class.		
5. After reading selected articles from the Input section of this module, comment in writing on this statement: "There is no ideal library."		
6. When the general location of the library has been decided and an approximation made of the space available, the specific planning starts. Consult Library Literature or other resources for three articles on the following. Personally react. - Traffic control pattern; - Floor patterns of organization; - Space allocations; - Specifications for lighting and ceiling; - Floor load and surface.		
7. Planning reader space is one of the easier tasks in determining space priorities. The question is whether there should be one large room, several smaller rooms, study rooms, carrels, or a mixture. Read selected articles concerning reader space and comment.		
8. Identify four architects who have planned medical libraries. Study their buildings. Compare and contrast. Present your findings to the class in an oral discussion.		
9. Plan a practice of your own.		
C. ASSESSMENT The student will be able to submit one of the completed practices suggested above.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#22

RESEARCH

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will:

1. gain an understanding of research methodology;
2. distinguish between descriptive research and experimental research;
3. learn principles of population and sampling;
4. become familiar with methods of observation;
5. become knowledgable in the principles of grantsmanship.

	ATTEMPTED	COMPLETED
A. INPUT (1 and 2 required)		
1. Listen to lecture by facilitator.		
2. Read Chapter 8 in Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read appropriate chapters in Sanford Labovitz and Robert Hagedorn's Introduction to Social Research, Second Edition (New York: McGraw-Hill Book Company, 1976.)		
4. Read appropriate chapters in William J. Gephart and Robert B. Ingle's, eds. Educational Research, Selected Readings. (Columbus: Charles E. Merrill Publishing Co., 1969.)		
5. Read selected works on grantsmanship.		
6. Read selected published library research. (Consult Library Literature.)		
7. Plan input of your own.		
B. PRACTICE		
1. Define research. How is it planned? Identify some of the techniques of library research. Present your findings in a written discussion.		
2. Consult the Bulletin of the Medical Library Association for examples of published library research. Select two studies. Compare and contrast them in terms of Practice 1.		

	ATTEMPTED	COMPLETED
3. Consult a medical librarian regarding grant proposals. Discuss: (a) nature of grants; (b) grant proposals; (c) potential sources of funding; (d) grant review committee; (e) etc. Report your findings to the class.		
4. Consult recent copies of Dissertation Abstracts for research on library science. Select one study. Secure a copy of it. Analyze the document in terms of Practice 1. Present findings.		
5. Identify two pieces of library research published in Journal of Library Automation, Journal of the American Society for Information Science or Aslib Proceedings. Read and evaluate your studies. Report your observations.		
6. Discuss grant proposal writing with members of the library science staff at your local university. Record their comments. Report observations.		
7. Plan a practice of your own.		
C. ASSESSMENT The student will be able to submit one of the practices suggested above with appropriate documentation. or Develop a mock research proposal on some aspect of library science.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#23

NATIONAL LIBRARY OF MEDICINE

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will:

1. become familiar with the workings of the National Library of Medicine;
2. be able to identify major components of the Medical Library Assistance Act of 1965.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 required)		
1. Listen to lecture by facilitator.		
2. Read Chapter 11 in Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read selected references on the NLM in the Bulletin of the Medical Library Association.		
4. Read about Public Law 90-456 (August 3, 968) in Statutes at Large. (This law authorizes the establishment of the Lister Hill National Center for Biomedical Communications.)		
5. Read other selected references about the NLM.		
6. Plan an input of your own.		
B. PRACTICE		
1. Panel Discussion with selected class members: - What functions should a national library perform? - What are its responsibilities to society? - How are its goals defined? - What types of relationships should it establish with the communities which it both leads and serves?		
2. Listen to the lecture on the National Library of Medicine presented by its Deputy Director, Melvin Day at Wayne State University School of Medicine, March 15, 1978. (Secure tape from facilitator.)		
3. Study the provisions of the Medical Library Assistance Act of 1965. Who were some of the key congressional influences in the Renewal of the Medical Library Assistance Act? Consult the Bulletin of the Medical Library Association for selected articles.		

	ATTEMPTED	COMPLETED
4. The 1978 Bowker Annual says this about Medical Library Legislation: "Congress extended the Medical Library Assistance Act (MLAA) and other expiring health authorities for one year (PL 95-83) to allow a more substantial review of MLAA and related programs next year by the Carter administration and other interested parties. The extension authorizes $14.6 million for FY 1978, a drop from the previous level of $20 million but still well above the actual appropriations level, which has been running at about $8 million." Study PL 95-83 and discuss with class members. (Secure copy from facilitator.)		
5. Consult the literature for information about the bibliographic responsibilities and the cataloging responsibilities of the National Library of Medicine. Present findings in written discussion.		
6. Consult the literature for information about the Lister Hill National Center for Biomedical Communications. Discuss purposes, functions, scope, etc.		
7. Read and critically react to two journal articles about the NLM. Consult Library Literature for sources.		
8. Consult the journal literature for information about the two kinds of grant funds available from the NLM for health science libraries: - resource improvement grants - resource project grants Distinguish between the two. How are they obtained? Criteria? Applications and information? Etc.? Present your findings in written form.		
9. Plan a practice of your own.		
C. ASSESSMENT The student will submit one of the practices suggested above with appropriate documentation.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#24

DATA BASES, PART I

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will:

1. become familiar with the computerized literature retrieval services of the National Library of Medicine;
2. become familiar with the on-line data bases available through the on-line network;
3. demonstrate knowledge of the MEDLINE data base by completing a simple search.

	ATTEMPTED	COMPLETED
A. INPUT (1 is required)		
1. Listen to lecture by facilitator.		
2. Read Chapter 11 in Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read National Library of Medicine's Mid-Atlantic Regional Medical Library Program's Using MeSH: A Programmed Guide. (Washington: U.S. Department of Health, Education, and Welfare, 1975.) Secure copy from facilitator.		
4. Read selected articles on the MEDLINE data base in the Bulletin of the Medical Library Association.		
5. Consult library journals for articles on other NLM data bases.		
6. Secure copies of the following sources of technical information and study their content: On-Line Services Reference Manual NLM Technical Bulletin		
7. Plan input of your own.		
B. PRACTICE		
1. Arrange with facilitator to complete the MEDLEARN program.		
2. Arrange with a medical librarian to observe a MEDLINE search. Discuss preliminary preparation, verification, computer language, etc. Report findings.		

	ATTEMPTED	COMPLETED
3. You are looking for articles on the treatment of hypertension by a family physician. Prepare a search request. Discuss it with a medical librarian.		
4. Arrange with facilitator to complete a MEDLINE search on an approved topic.		
5. Select one of the following NLM data bases: MEDLINE — AVLINE TOXLINE — CANCERLIT CHEMLINE — CANCERPROJ CATLINE — CLINPROJ SERLINE — EPILEPSYLINE Discuss the nature, purpose, and functions of the data base. Consult the journal literature for two recent articles on the data base selected. Comment. Report findings in written form.		
6. Do a thorough study of one of the data bases noted in Practice 5. Report findings in written form.		
7. Visit the librarian who performs the data base searches at the medical school library. Discuss the use of the various NLM data bases. Share findings.		
8. Plan a practice of your own.		
C. ASSESSMENT The student will be able to: 1. demonstrate knowledge of the MEDLINE data base by completing a single search; or complete one of the practices suggested above.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#25

DATA BASES, PART II

10 points

NAME _____ STARTING DATE _____

Instructional Objectives: Students choosing this program will:

1. become familiar with the Educational Resources Information Center (ERIC);
2. study the ERIC data base to determine its potential for medical education.

	ATTEMPTED	COMPLETED
A. INPUT (1 is required)		
1. Listen to lecture by facilitator.		
2. Read two of the articles from the ERIC Bibliography distributed during the lecture session.		
3. Study the following ERIC reference tools: Thesaurus of ERIC Descriptors Resources in Education (RIE) Current Index to Journals in Education (CIJE)		
4. Read Judith Yarborough's "How to Prepare for a Computer Search of ERIC: A Non-Technical Approach," in Information Reports and Bibliographies, Vol. 4, No. 5. (Secure a copy from facilitator.		
5. Plan input of your own.		
B. PRACTICE		
1. Arrange with a librarian to observe an ERIC search. Discuss preliminary preparation, verification, computer language, etc. Report findings.		
2. Arrange with facilitator to complete an ERIC search on a topic in medical education.		
3. Compare and contrast the ERIC and the MEDLINE data bases to ascertain retrieval potential on a selected topic in medical education.		
4. If your local hospital's medical library is hooked up to the Lockheed Dialog Retrieval Service, discuss the Dialog potential with the medical librarian. Report findings.		
5. Plan a practice of your own.		

C. ASSESSMENT	ATTEMPTED	COMPLETED
The student will search the ERIC data base and the MEDLINE data base to ascertain retrieval potential in selected problems and topics in medical education. (Arrange details with facilitator.)		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

#26

PROFESSIONAL ASSOCIATIONS

10 points

NAME _____ STARTING DATE _____

Instructional Objectives:

Students choosing this program will become familiar with the purposes and functions of various professional associations which have impact on the health science librarian.

	ATTEMPTED	COMPLETED
A. INPUT (1 or 2 required)		
1. Listen to lecture by facilitator.		
2. Read Chapter 13 in Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)		
3. Read about the following professional organizations in the Bowker Annual of Library and Book Trade Information. New York, Bowker. Medical Library Association American Hospital Association Association of Hospital and Institution Libraries American Society for Information Science Catholic Hospital Association Catholic Library Association Special Libraries Association		
4. Secure a copy of the MLA's Certification Program from your facilitator. Study the competencies to be mastered for the MLA Certification Exam for Health Sciences Librarians.		
5. Plan input of your own.		
B. PRACTICE		
1. The purposes of a professional association are to present educational programs appropriate for its members, prove the status not only of its members but of all engaged in the profession. Select one of the professional associations listed in Input 3 and discuss how the association accomplishes the above goals.		

	ATTEMPTED	COMPLETED
2. Join one of the professional associations listed in Input 3. Discuss rationale for selecting this association. How will you benefit from the activities of this association? How can you contribute as a viable member of this association? What impact does this association have on the health care field? On biomedical communications? On medical library practice? On patient education? Report findings.		
3. Plan a practice of your own.		
C. ASSESSMENT The student will be able to submit in written form one of the completed practices suggested above.		

COMMENTS:

Attach Assessment and submit when completed.

WAYNE STATE UNIVERSITY
DIVISION OF LIBRARY SCIENCE

STUDENT PROPOSAL

__ points

NAME _____ STARTING DATE _____

Instructional Objectives:

	ATTEMPTED	COMPLETED
A. INPUT		
B. PRACTICE		
C. ASSESSMENT The student will be able to:		

Approval _____ Approval _____
Student Student

COMMENTS:

Attach Assessment papers and submit when completed.

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This manuscript was typed by Ms. Gayle Pinsonneault, Secretary, Department of Family Medicine, School of Medicine, Wayne State University, Detroit, Michigan.